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ABSTRACT

Bellevue Community College (BCC) (Washington) developed a set of 14 institutional performance indicators, specifically: (1) program/degree completion; (2) transfer student success; (3) student retention; (4) student goal attainment; (5) progression from developmental to college level programs; (6) employment; (7) efficiency of college operations; (8) effectiveness of college operations; (9) service area diversity match; (10) basic skills success and progress; (11) continuing education; (12) student satisfaction; (13) employee satisfaction; and (14) teaching excellence. This document contains 1999-2000 information on these indicators, starting with a brief overview of the current status of the indicators compared to college goals, and concluding with a detailed listing of each performance indicator; the measurement indicators used to evaluate the college's performance on the indicator; where the college stands at the present time relative to goals that have been set; and any difficulties or explanatory information which help to set the context for the particular performance indicator. (PGS)

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INSTITUTIONAL PERFORMANCE INDICATORS

EXECUTIVE SUMMARY

1999-2000

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Office of Institutional Research

Bellevue Community College

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INSTITUTIONAL PERFORMANCE INDICATORS 1999 - 2000

Bellevue Community College
Institutional Performance Indicators

Third Annual Report
January, 2000

EXECUTIVE SUMMARY

Valerie Hodge
Office of Institutional Research

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EXECUTIVE SUMMARY

During the 1996-97 academic year, Bellevue Community College developed a set of institutional performance indicators. The first data on those indicators was made available to the College community in Fall, 1997. The current report contains a third year of information on these indicators, providing the College an opportunity to review its performance over a three-year period. BCC continues to be involved in numerous activities regarding institutional effectiveness, this report being just one component of the overall program of institutional effectiveness.

This Executive Summary consists of two parts: (1) a 2-page summary chart which provides a very brief overview of the indicators, the goals the College has for them, and their current status and (2) a more detailed listing of each performance indicator, the measurement indicators used to evaluate the College's performance on the indicator, the goals which the College has established for the indicator, where the College stands at the present time in relation to the goals that have been set, and any difficulties or explanatory information which help to set the context for the particular performance indicator.

The full report on the performance indicators contains considerable detail and complete data for several years, in order for the College to make comparisons and see trends over time, and will be used by the College to evaluate our performance and analyze areas where BCC needs to direct its efforts. Readers who wish more detailed information are encouraged to consult the full report.

Summary Status of Performance Indicators

Indicator	Goal	Status	
		1998	1999
1. Program/Degree Completion	Under development	Future Indicator	Available Summer, 2000
2. Transfer Student Success			
2.1 Educational Attainment at Transfer	50% of students w/ AA at transfer	36%-58%	Data Incomplete. >50% at CWU, WSU
2.2 Transfer Rate	67% will transfer	45%	41%
2.3 GPA Retention	Equal to earned GPA	.07-.25 loss	Data Incomplete. -.07 w/existing data
2.4 Graduation Rate	75% graduation rate	UW- 71%	UW- 72%
2.5 Credit Accumulation at transfer institution	Equal to native students	BCC-196 UW-192	BCC – 210 UW - 191
3. Student Retention (Persistence)			
3.1 Some/Substantial Progress	Equal to or higher than state average	BCC: 43%, State: 48%	BCC: 48%, State: 49%
3.2 Early Leavers	Lower than state average	BCC: 27%, State: 23%	BCC: 25%, State: 22%
3.3 Differences by Ethnicity: Some/Substantial Progress	<3% variance between total and groups	51% for all students 27% for Native Amer. students* 44% for Af. Amer. students	46% for all students 22% for Native Amer. students* 41% for African Amer. students
3.4 Differences by Ethnicity: Early Leavers	<5% variance between total and groups	22% for all students 40% for Native Amer. Students* 28% for Hispanic students	22% for all students 33% for Native Amer. Students* 29% for Hispanic students
4. Student Goal Attainment	Under development	Future Indicator	Available Fall, 2000
5. Progression from Developmental to College Level Programs			
5.1 English Progress	90% successful completion	75% successful completion	77% successful completion
5.2 Math Progress	90% successful completion	54% successful completion	67% successful completion
6. Employment			
6.1 Employer ratings	Under development	Future Indicator	Availability unknown
6.2 Student Employment	100% employed	75% employed	83% employed
6.3 Student wages	BCC median wage greater than system	Average wage = $16/hr.	BCC - $15.69/hour System - $11.21/hour

Contact BCC's Office of Institutional Research with any questions concerning this information or its context.

Indicator	Goal	Status	
		1998	1999
7. Efficiency of College Operations			
7.1 Instructional Efficiency	Below 100% of operating formula college-wide	College at 86% of operating formula	College at 88% of operating formula
7.2 Expenditures by Program	Similar to system, peers, based on College values	Fell below Shoreline, above state and other peers in Instr.	Above state and peers in Instruction
8. Effectiveness of College Operations			
8.1 Course Success	85% success rate	82% success rate	80% success rate
8.3 Libraries	Student Satisfaction w/ library orientations	Future Indicator	Avail. Fall, 2000
8.4 Student Services	Under Development	Future Indicator	Avail. Fall, 2000
9. Service Area Diversity Match			
9.1 Student Match	Equal to service area	Exceeds total, Hispanic pop. Underrep'd.	Exceeds total, Hispanic pop. Underrep'd
9.2 Faculty, Staff Match	Equal to service area and students	Students: 18% Faculty: 15% Svc. Area: 19%	Students: 20% Faculty: 16% Svc. Area: 21%
10. Basic Skills Success & Progress			
10.1 High School Completion	Equal to or exceeding state average	State: 27%, BCC: 22%	State: 16% BCC: 30%
10.2 ESL Progress	80% completion	Range:75%-87%	All levels <80%
10.3 ELI Student Satisfaction	Student Satisfaction >50%	54%	<50%
10.4 GED Success	100%	92%	83%
10.5 ABE Progress	80% completion	89%	All levels signif. <80%
11. Continuing Education	Customer Satisfaction	Future Indicator	Avail. Fall, 2000
12. Student Satisfaction	CCSEQ, Faces of the Future survey results	Future Indicator	Avail. Fall, 2000
13. Employee Satisfaction	Under development	Future Indicator	Available Fall, 2000
14. Teaching Excellence	Under development	Future Indicator	Availability unknown

*The findings for the Native American students are based on a very small number of people and therefore should be used with caution.

Contact BCC's Office of Institutional Research with any questions concerning this information or its context.

PERFORMANCE INDICATOR 1: PROGRAM/DEGREE COMPLETION *[Future Indicator]*

Measurement Indicator 1.1: Percentage of students completing a program or graduating within three years.

Goal: Under development.

Status: Available Fall, 2000. The College automatically updates student intent for academic and professional/technical programs, based on student course-taking patterns. BCC's professional/technical programs have identified gateway courses which, when transcripted and combined with a declared major in a particular program, give a student the professional/technical intent in an individual program. For academic programs, students are assigned the transfer intent only when they indicate that transfer to a four-year college is their long term goal *and* they have accumulated 30 transfer credits. All other students enrolled in academic programs are assigned the Academic, non-transfer intent. Because this process of controlling intent categorization was begun in Fall, 1997, we will not have reliable completion data on this indicator until Summer, 2000

Reason for "Future Indicator" Status: Student intent data, i.e., what the students themselves declare is their educational intent at the College, is questionable. State-wide, 20% of students who indicated an intent to transfer when they enrolled did not identify transfer as their goal when they were surveyed after leaving the college. This illustrates the importance of using the most accurate data about students' intent. Also, accurate identification of enrolled program is problematic. Methods to more cleanly identify the students who actually intend to transfer and those who are actually enrolled in a professional/technical program will reduce these inaccuracies.

PERFORMANCE INDICATOR 2: TRANSFER STUDENT SUCCESS

Measurement Indicator 2.1: Level of educational attainment at transfer.

Goal: 50% of the transfer students will have attained the Associate's degree prior to transfer.

Status: Data on this indicator are incomplete. Institutions have become reluctant to release information to sending institutions due to the new, stricter interpretations of FERPA, even extending this caution to summary-level information. At the present time, 18% of those transferring to The Evergreen State College, 54% of those transferring to Washington State University, and 55% of those transferring to Central Washington University had attained their Associate's degree. Over the past five years, the percent with the AA degree at transfer has increased at Central Washington University and at Washington State University, but has been erratic at other institutions.

Context: For the system as a whole, the more credits students achieve at the community college level, the higher their rate of transfer to four-year institutions.

State-wide, 39% of students who indicate the transfer intent actually do transfer within four years of entering a community college; however, this varies widely with the number of credits earned. Students earning 18 or more credits transferred at a rate of 40%, while those who earned 90+ credits or an AA degree transferred at the rate of 70%.

Measurement Indicator 2.2: Percent of students who transfer to a four-year institution in Washington state within five years after starting at BCC.[1]

Goal: 67% of students who indicate the intent to transfer will do so.

Status: For the latest cohort available (students who entered BCC in Fall, 1994 and transferred by Fall, 1998) the BCC transfer rate was 41%. The transfer rates for the two previous cohorts were 45% (93-97) and 48% (92-96). The transfer rate for the system for the latest cohort is 46 percent.

Measurement Indicator 2.3: Grade-point average (GPA) retention after transfer in comparison to transfer students from other community colleges.

Goal: The average GPA of BCC transfer students will equal the earned GPA at the transfer institution and will be comparable to that of other community college transfers.

Status: Data on this indicator are incomplete, also. The data from the two institutions for which we do have information indicates a decline of .07, an insignificant drop.

Measurement Indicator 2.4: Percentage of students with 45+ credits from BCC who transferred to a four-year institution and earned a Bachelor's or other four- year degree within four years after transfer from BCC.

Goal: 75% of the students with 45+ credits from BCC who transfer to four-year institutions will earn the Bachelor's degree within four years of transfer.

Status: Of the BCC students who entered the University of Washington in Fall, 1995, 72% had graduated by Spring, 1999.

Context: The system-wide rate is 61% within six years after transfer.

Note: Data on this indicator is currently available only from the University of Washington. BCC is working with the SBCTC and the four-year public institutions to gather this data on an on-going basis.

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[1] This indicator is in flux. The goal was set according to the performance funding goal of the 97-99 biennium and definitions are chosen by the SBCTC. These definitions have a tendency to change over time. Each year, we expect to have comparability of data across years according to the current definition, but the definition itself is likely to continue to change. The current definition is: students who said they intended to transfer the last quarter they were enrolled at BCC, left the college, and had accumulated 30 college-level credits.

Measurement Indicator 2.5: Number of credits BCC transfers have when they receive their Baccalaureate degree compared to native students.

Goal: BCC transfer credit accumulation at graduation will be no greater than that for native students.

Status: The average number of credits for BCC transfer students at the University of Washington at graduation is 210. The average number of credits accumulated by native University of Washington students is 191. This is an increase in the gap over last year's indicator, which was 196 for BCC transfers and 192 for UW native students.

Note: Data on this indicator is currently available only from the University of Washington. BCC is working with the SBCTC and the four-year public institutions to gather this data on an on-going basis.

PERFORMANCE INDICATOR 3: STUDENT RETENTION (PERSISTENCE)

Measurement Indicator 3.1: Percentage of students who make some progress (stay at the College for 2-3 quarters after entering BCC) or substantial progress (stay at the College 4+ quarters).

Goal: BCC will meet or exceed the Washington community college system average for student persistence at the College.

Status: Less than half of all students who entered BCC in Fall, 1996 who said they intended to stay long enough to obtain a degree have made substantial progress toward that goal, although the percentage increased over the 1995 cohort. This persistence rate is slightly lower than the system-wide average, but represents a large increase from the previous year. Among full-time students only, the proportion showing substantial progress is higher: 53%, compared to 56% at the system level, the same rate as the previous year. The proportion of full-time students making some progress decreased over the previous year. One of the difficulties in analyzing this data is the large difference in the number of students in the cohorts for the past three years. In Fall, 1994, 658 students said they intended to stay long enough to complete a degree, while in Fall, 1995, that total was 410. In Fall, 1996, it was just 279 students. In Fall, 1996, many fewer full-time students said they intended to stay long enough to complete a degree (456 in 1994, and 235 in 1995, compared to 167 in 1996). When the group changes size to that degree, the character of the group itself likely changes, making comparisons tenuous.

Context: Although the College considers itself to be responsible, to a certain degree, for students' persistence at BCC, many factors influence whether and for how long students stay. National research indicates that just one in five students cite college factors as reasons for leaving, but if BCC can provide options which tend to support, rather than increase, the difficulties of personal issues such as children, work, health concerns, etc.,

we may be able to assist students in remaining at the College long enough to attain their goal.

Measurement Indicator 3.2: Percentage of students who are classified as "early leavers" (Fall Quarter, first-time students who do not return the next quarter or at any time in the next two years).

Goal: BCC will be lower than the system average for the proportion of early leavers at the College.

Status: BCC's proportion of early leavers is higher than the system average: 25%, compared to the system average of 22%. The system's stated goal for this is 20% or less. While the proportion of students who leave the College after only one quarter and do not return decreased over the 1995 cohort, it has been increasing for all students, and particularly for part-time students, until this year. This year, there was a substantial drop in the percent of part-time students leaving early. Of particular concern is the early leaving pattern displayed by full-time students, which has increased over the past year. The early leaving pattern is similar to that shown by a national study, in which 35% of the older or part-time students were early leavers and 18% of the younger, full-time students were early leavers.

Measurement Indicator 3.3: Differences among progress of students based upon racial/ethnic characteristics.

Goal: Percentages of students who persist at different levels will not vary along racial/ethnic characteristics by more than 5% for early leavers and by more than 3% for those making substantial progress.

Status: In a three-year combined analysis, differences by race and ethnicity are evident.[2] Asian American students have the highest proportion making substantial progress, followed by White, Hispanic, and African American students. The group with the lowest proportion making substantial progress is the Native American population. Changes from the previous year include decreases across the board in those making substantial progress, with related increases in those making some progress. The early leavers have decreased among several groups.

PERFORMANCE INDICATOR 4: STUDENT GOAL ATTAINMENT *[Future Indicator]*

Measurement Indicator 4.1: Percentage of students who achieve their purpose for attending college before leaving BCC.

Goal: Under development.

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[2] A three-year combined analysis is used because the numbers in some groups are small enough that year-by-year analysis would reflect individual, rather than group, behavior. Even so, the small number of Native Americans means that conclusions about this group's progress should be made very cautiously.

Status: Future Indicator

Reason for "Future Indicator" Status: During the review process last year, the review committee and the Institutional Effectiveness Group determined that this indicator was not measuring data which could be acted upon for improvement by the College. The indicator itself is regarded as important, but a new measurement indicator needs to be developed.

PERFORMANCE INDICATOR 5: PROGRESSION FROM DEVELOPMENTAL TO COLLEGE-LEVEL PROGRAMS

Measurement Indicator 5.1: Percentage of students who enroll in and successfully complete (grade of 'C' or better) English 101 within one year after successfully completing either English 092 or 093.

Goal: 90% of the students who take English 092 or 093 and take English 101 that same year will complete English 101 with a grade of 'C' or better.

Status: This indicator has improved over the previous year. During the 1997-98 academic year, 75% of the students who took either English 092 or 093 and then took English 101 completed English 101 with a grade of 'C' or better. In 1998-99, the rate was 77%. In 1996-97, the rate was 80%.

Measurement Indicator 5.2: Percentage of students who enroll in and successfully complete (grade of 'C' or better) Math 105 or 107 or 156 within one year after successfully completing Math 092, 095, or 099.

Goal: 90% of the students who take Math 092, 095, or 099 and take Math 105, 107, or 156 that same year will complete Math 105, 107, or 156 with a grade of 'C' or better.

Status: This indicator has increased significantly over the previous year. During the 1997-98 academic year, 54% of the students who took either Math 092, 095 or 099 and then took Math 105, 107, or 156 completed Math 105, 107, or 156 with a grade of 'C' or better and in 1998-99 the figure was 67%.

PERFORMANCE INDICATOR 6: EMPLOYER SATISFACTION AND CAREER PROGRESS OF STUDENTS

Measurement Indicator 6.1: Percentage of employers who rate BCC-trained/educated employees with acceptable or above skill and job performance levels. *(Future Indicator)*

Goal: Under development.

Status: Availability Unknown

Reason for "Future Indicator" Status: To measure progress in this area, BCC will need to survey employers of former students.

Measurement Indicator 6.2: Percentage of students in professional/technical programs employed nine months after leaving the College.

Goal: 100% of students will be employed.

Status: For the past three years combined, the employment rate for all participants in professional/technical programs was 83 percent. For degree and certificate recipients only, the employment rate was 85 percent.

Measurement Indicator 6.3: Median wage of employed students.

Goal: The median wage of professional/technical degree and certificat . holders (by program) will equal or exceed the median wage of the system.

Status: The median wage for the 1997-98 graduates was $15.69 per hour. The median wage for the system was $11.21.

PERFORMANCE INDICATOR 7: EFFICIENCY OF COLLEGE OPERATIONS

Measurement Indicator 7.1: College student-faculty ratios as a percentage of operating formula

Goal: The College overall will operate at less than 100% of formula.

Status: The College as a whole operated at 88% of formula in Fall, 1998. Comparable figures for Fall, 1997 and Fall, 1996 were 86%.

Measurement Indicator 7.2: Average percentage of the college budget expended by major program.

Goal: Similar to the system and peers, with attention to College values which focus on delivery of direct services to students.

Status: BCC has historically been above its peers and the system average for percentage of budget expended on instruction and other direct services to students. In fiscal 1997, the College fell below Shoreline in Instruction and Primary Support Services, however in fiscal 1998, the College returned to its previous high levels.

PERFORMANCE INDICATOR 8: EFFECTIVENESS OF COLLEGE OPERATIONS

Measurement Indicator 8.1: Percent of successful enrollments, by division.

Goal: The percent of "successful" enrollments (students earning a C grade or better or a P grade in a class) will be equal to or greater than 85%.

Status: In Fall, 1998, the successful enrollment rate was 80% for the College as a whole, with division rates ranging from 69% to 92%.

Context: This indicator was revised last year. The 'D' grades were removed and the indicator was changed to measure "successful enrollments," not just those receiving credit. Since very few students who receive a D are successful in the next class, it was felt important to make this change. Also new this year is the separate reporting of English and Math, both developmental and college-level. These two areas represent such a significant part of our instructional effort that faculty and staff want to know this in more detail than was previously provided.[3]

Measurement Indicator 8.2: Percent of students who rate the library orientations as outstanding in relation to the related class

Goal: 80 percent of the students completing the library orientation survey will answer that the orientation was outstanding in terms of a particular class.

Status: Available Fall, 2000.

Context: This indicator is new this year. Review of the previous indicator used for the libraries resulted in rejection of the previous indicator as not meaningful. Library staff will have data for this indicator in Fall, 2000.

Measurement Indicator 8.3: New indicator for student services under development.

Goal: Under development.

Status: Available Fall, 2000.

Reason for Future Indicator Status: Review of this indicator in the 1998-99 year resulted in rejection of the previous indicator as not meaningful. Student Services is in the process of defining a new indicator.

PERFORMANCE INDICATOR 9: COLLEGE AND SERVICE AREA DIVERSITY MATCH

Measurement Indicator 9.1: Percentage of students by ethnic/racial group, compared to the BCC service area.

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[3] See full report for this data.

Goal: The ethnic and racial characteristics of BCC students will be the same as the BCC service area.

Status: The diversity of BCC students meets or exceeds the diversity of the service area with the exception of the match to Hispanic members of our community.

Measurement Indicator 9.2: Percentage of faculty and staff by ethnic/racial group, compared to the BCC service area.

Goal: The ethnic and racial characteristics of BCC faculty and staff will be the same as the BCC service area.

Status: The diversity of BCC full-time faculty and staff exceeds the proportional diversity of the service area for people of color as a whole, although the diversity of the full-time faculty and staff does not match with each individual racial/ethnic group.

PERFORMANCE INDICATOR 10: BASIC SKILLS SUCCESS AND PROGRESS

Measurement Indicator 10.1: High School Completion. Percentage of students enrolled in the high school completion program who receive a high school diploma.

Goal: Students in BCC's high school completion program will earn diplomas at a rate equal to or exceeding the state-wide percentage.

Status: The completion rate for the 1998-99 year was 16%. The completion rate for the 1997-98 year was 22%. BCC's completion rate for the four years, leading up to the 1997-98 high, ranged from 5% to 14%, averaging around 9%. The state-wide percentage has been steadily increasing over the past few years. In the 1996-97 academic year, the state's completion rate was 27% and in the 1997-98 year, it was 30%.

Measurement Indicator 10.2: ESL Progress. Percentage of English as a Second Language (ESL) students who complete a competency level in one year.

Goal: The percentage of students completing one level or their learning goal will equal 80%.[4]

Status: In 1998-99, completion rates for all four levels of ESL were below 80%. In 1997-98, completion rates for three of the four ESL levels were in excess of 80%. The completion rates are not comparable as the federal government changed its manner of reporting information and the methods of assessing and classifying students continues to change. This indicator should achieve some stability after 1999-2000 when the assessments will be standardized state-wide.

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[4] This indicator goal may change as federal requirements may in future call for completions only so that data on the number of students progressing would not be available.

Measurement Indicator 10.3: ELI Student Satisfaction: Student satisfaction with the English Language Institute program.

Goals: 50% or more of the ELI students surveyed will agree with each of the twelve questions on the survey.

Status: Last year, 54% or more of the students surveyed agreed with each question, except one. This year, 50%+ students agreed with just four (out of 12) of the questions on the survey.

Measurement Indicator 10.4: Percentage of students taking the General Education Development (GED; high-school equivalency) preparatory class who then pass the GED test.

Goal: 100% of the students taking BCC's GED preparation class will pass the GED test.

Status: In 1998, 83% of the students who took the preparatory class passed the test. In 1997, the pass rate was 92% and in 1996, 87% of the students passed the test.

Measurement Indicator 10.5: Percentage of Adult Basic Education (ABE) students who complete a competency level in one year.

Goal: Percentage of students completing one level or achieving their educational goal will equal 90%.

Status: In 1998-99, just 20% and 40% of level 2b and level 3 students, respectively either completed a competency level or achieved their educational goal; however, comparisons between years cannot be reasonably made as the method of assessing and classifying students continues to change and the data are not comparable. Added to this are the small numbers from the ABE program, none of them large enough to enable us to judge program success. *If this program is going to continue to remain this small, it may be best to discontinue this indicator as it cannot provide any meaningful data, unless it were to be aggregated for five years, which would be too long to provide any program direction or analysis in any case.*

PERFORMANCE INDICATOR 11: CONTINUING EDUCATION

Measurement Indicator 11.1: Percent of customers satisfied with the educational services provided by Continuing Education.

Goal: Under development.

Status: Available Fall, 2000.

Data Source: Continuing Education Staff.

PERFORMANCE INDICATOR 12: STUDENT SATISFACTION

Measurement Indicator 12.1: Students' expressed satisfaction with their education and experiences at BCC. *(Future Indicator)*

Goal: Under development.

Status: Available Fall, 2000..

Reason for "Future Indicator" Status: This indicator requires an on-going data source which we do not currently have. Development of this indicator will involve establishing what this data source will be on a permanent basis. In Fall, 1999, all colleges in the system participated in a modified version of the CCSEQ, which will provide information in the area of student satisfaction. If this proves to be an activity that the system engages in on a regular basis, this could be considered as the permanent source of this information for the College. It will at least provide one year of data for next year's indicators report.

PERFORMANCE INDICATOR 13: EMPLOYEE SATISFACTION

Measurement Indicator 13.1: Employees' satisfaction with the College *(Future Indicator)*

Goal: Under development.

Status: Unknown.

Reason for Future Indicator Status: This indicator requires an on-going data source which we do not currently have. Development will involve establishing the data source on an on-going basis.

PERFORMANCE INDICATOR 14: TEACHING EXCELLENCE *[Future Indicator]*

Measurement Indicator 14.1: Percentage of faculty who are highly rated in student class evaluations (by institution, division, department). *(Future Indicator)*

Goal: Under development.

Status: The College has been piloting faculty evaluation instruments for four years. Until an instrument is agreed upon, no data will be available.

Reason for "Future Indicator" Status: New faculty evaluations have not been selected or normed and are not yet approved for use at the College.